











 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes <small>ELOs are bold</small>	Season	Nehiyaw Ways of Knowing
4.1 Alberta: A Sense of the Land			
 GENERAL OUTCOME: Students will demonstrate an understanding and appreciation of how elements of physical geography, climate, geology and paleontology are integral to the landscapes and environment of Alberta.			
Values and Attitudes			
4.1.1 value Alberta’s physical geography and natural environment:	<ul style="list-style-type: none"> appreciate the diversity of elements pertaining to geography, climate, geology and paleontology in Alberta (LPP) 		
	<ul style="list-style-type: none"> appreciate how Alberta’s fossil heritage contributes to the province’s unique character (LPP) 		
	<ul style="list-style-type: none"> appreciate the variety and abundance of natural resources in Alberta (ER, LPP) 		<ul style="list-style-type: none"> Oil, forests, animals, plants, minerals, water, look at/research the different resources from each nation, Red Earth - what is the story behind this name?
	<ul style="list-style-type: none"> appreciate the environmental significance of national and provincial parks and protected areas in Alberta (ER, LPP) 		
	<ul style="list-style-type: none"> appreciate how land sustains communities and quality of life (ER, LPP) 		<ul style="list-style-type: none"> Ecosystem, farming, wetlands, forests sustain communities and provide quality of life
	<ul style="list-style-type: none"> demonstrate care and concern for the environment through their choices and actions (LPP) 		<ul style="list-style-type: none"> Connect to waste in our world unit and environmentally friendly actions; tie in Cree natural law and world view; Peerless Lake wheel
Knowledge and Understanding			
4.1.2 examine, critically, the physical geography of Alberta by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> Where is Alberta located in relation to the other provinces and territories of Canada? (LPP) 		
	<ul style="list-style-type: none"> What are the major geographical and natural vegetation regions, landforms and bodies of water in Alberta (e.g., prairie region, forests, rivers, hoodoos, Rocky Mountains, oil sands)? (LPP) 		






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4.1.2 examine, critically, the physical geography of Alberta by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> What are the factors that determine climate in the diverse regions of Alberta (e.g., latitude, mountains)? (LPP) What are the significant natural resources in Alberta, and where are they located (e.g., mineral deposits, coal, natural gas and oil, forests)? (ER, LPP) How are Alberta's provincial parks and protected areas and the national parks in Alberta important to the sustainability of Alberta's natural environment? (ER, LPP) 		<ul style="list-style-type: none"> Mapping activities and identification of where natural resources are located; focus on KTCEA area and exploring resources within that area
4.1.3 examine, critically, how geology and paleontology contribute to knowledge of Alberta's physical geography by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> How did archeologists and paleontologists discover the presence of dinosaurs in Alberta? (LPP, TCC) What geological features make Alberta unique (e.g., hoodoos, Rocky Mountains, foothills, oil sands)? (LPP, ER) 		<ul style="list-style-type: none"> Students research assigned areas to identify unique geological features - create a tourist guide as a result. Find man made structures on the land, as well as structures that are naturally there. Connect to Elder stories about unique features (e.g. God's Lake - what is significant and how did it get its name?)
4.1.4 analyze how Albertans interact with their environment by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> In what ways do the physical geography and natural resources of a region determine the establishment of communities? (LPP) How are natural resources used by Albertans (i.e., agriculture, oil and natural gas, forests, coal)? (ER, LPP) 		<ul style="list-style-type: none"> Research the establishment of their own community (e.g. lakes/rivers/road access, trap lines, etc.) Learn from Elders about the history. Why were some communities missed in the signing of Treaty? Why was Lubicon forced together with Big Stone?)




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4.1.4 analyze how Albertans interact with their environment by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> • How do Albertans deal with competing demands on land use (e.g., conservation, solar and wind power, recreation, agriculture, oil exploration, forestry)? (ER, LPP) 		<ul style="list-style-type: none"> • Protests, agreements with the government; reforestation; land claim settlements; understanding of duty to consult with First Nations before natural resource projects are undertaken
	<ul style="list-style-type: none"> • In what ways does the Royal Tyrrell Museum contribute to scientific knowledge regarding Alberta's fossil heritage? (ER, LPP, TCC) 		
	<ul style="list-style-type: none"> • How can ownership of a discovered artifact be determined? (C, ER, PADM) 		
	<ul style="list-style-type: none"> • Whose responsibility should it be to ensure the preservation of national parks, provincial parks and protected areas in Alberta? (C, LPP, PADM) 		
4.2 The Stories, Histories and Peoples of Alberta			
 GENERAL OUTCOME: Students will demonstrate an understanding and appreciation of the role of stories, history and culture in strengthening communities and contributing to identity and a sense of belonging.			
Values and Attitudes			
4.2.1 appreciate how an understanding of Alberta's history, peoples and stories contributes to their own sense of belonging and identity:	<ul style="list-style-type: none"> • recognize how stories of people and events provide multiple perspectives on past and present events (I, TCC) 		
	<ul style="list-style-type: none"> • recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history (CC, TCC) 		<ul style="list-style-type: none"> • Elder and knowledge keeper stories; land based learning camps
	<ul style="list-style-type: none"> • recognize the presence and influence of diverse Aboriginal peoples as inherent to Alberta's culture and identity (CC, I, TCC) 		<ul style="list-style-type: none"> • Elder and knowledge keeper stories; land based learning camps
	<ul style="list-style-type: none"> • recognize the history of the French language and the vitality of Francophone communities as integral parts of Alberta's heritage (CC, I, TCC) 		
	<ul style="list-style-type: none"> • recognize British institutions and peoples as integral parts of Alberta's heritage (CC, I, TCC) 		




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4.2.1 appreciate how an understanding of Alberta's history, peoples and stories contributes to their own sense of belonging and identity:	<ul style="list-style-type: none"> recognize how the diversity of immigrants from Europe and other continents has enriched Alberta's rural and urban communities (CC, I, TCC) demonstrate respect for places and objects of historical significance (I, LPP, TCC) 		
Knowledge and Understanding			
4.2.2 assess, critically, how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> Which First Nations originally inhabited the different areas of the province? (CC, LPP, TCC) How is the diversity of Aboriginal peoples reflected in the number of languages spoken? (CC, I, LPP) What do the stories of Aboriginal peoples tell us about their beliefs regarding the relationship between people and the land? (TCC) What movement or migration within Canada contributed to the populating of Alberta? (LPP, TCC) In what ways did Francophones establish their roots in urban and rural Alberta (i.e., voyageurs, missionary work, founding institutions, media, politics, commerce)? (CC, I, LPP, TCC) 		<ul style="list-style-type: none"> Look at the human movement across the province based on oral tradition or the first maps (produced by David Thompson) Dwayne Donald's sessions related to Aako'mook'i maps Looking at even within the Cree language there are different words for the same thing. Communities have their own words to describe things. Language and its connections to culture (as an integral part of culture) and connections to world views. Listen to Elder's share stories; read Neiyawiwin stories


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4.2.2 assess, critically, how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> • How did the Métis Nation and Métis settlements contribute to Alberta's identity (i.e., languages, accomplishments)? (CC, I, LPP, TCC) 		<ul style="list-style-type: none"> • Fur Trade between First Nations and Europeans; educational partnership with Gift Lake; connect Métis communities within Nations. The development of a new culture and language. Difficult to distinguish between the five nations.
	<ul style="list-style-type: none"> • How did French and English become the two languages most used in business and politics in Alberta during the 19th and early 20th centuries? (CC, I, PADM) 		
	<ul style="list-style-type: none"> • How did British institutions provide the structure for the settlement of newcomers in Alberta (i.e., North West Mounted Police, schools, lieutenant-governor, Assembly of the Northwest Territories)? (GC, I, PADM, TCC) 		
	<ul style="list-style-type: none"> • How did European immigration contribute to the establishment of communities in Alberta in the late 19th century and early 20th century? (CC, GC, I, TCC) 		
	<ul style="list-style-type: none"> • How did the arrival of diverse groups of people determine the establishment and continued growth of rural and urban communities? (CC, GC, LPP) 		<ul style="list-style-type: none"> • Residential Schools
	<ul style="list-style-type: none"> • How are agriculture and the establishment of communities interconnected? (ER, LPP) 		
4.3 Alberta: Celebrations and Challenges			
 GENERAL OUTCOME: Students will demonstrate an understanding and appreciation of how Alberta has grown and changed culturally, economically and socially since 1905.			
Values and Attitudes			
4.3.1 appreciate the factors contributing to quality of life in Alberta:	<ul style="list-style-type: none"> • value and respect their own and other cultural identities (C, I) 		<ul style="list-style-type: none"> • Peerless Lake Wheel; 7 Teachings; stories; language; celebrations; ceremonies; importance of kinship/families; loss of identity

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4.3.1 appreciate the factors contributing to quality of life in Alberta:	<ul style="list-style-type: none"> demonstrate respect for the rights, opinions and perspectives of others (C, I) 		
	<ul style="list-style-type: none"> demonstrate respect for the cultural and linguistic diversity in Alberta (C, I) 		<ul style="list-style-type: none"> Looking at the different languages within the geographic area: e.g. Dene, Cree, Athapaskan, Blackfoot
	<ul style="list-style-type: none"> recognize global affiliations within the Alberta Francophonie (GC) 		
	<ul style="list-style-type: none"> appreciate the influence of the natural environment and resources on the growth and development of Alberta (ER, LPP) 		
	<ul style="list-style-type: none"> value and respect their relationships with the environment (C, ER, LPP) 		<ul style="list-style-type: none"> Connect to stewardship
Knowledge and Understanding			
4.3.2 assess, critically, the challenges and opportunities that Alberta has faced in its growth and development by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> What led to Alberta's joining Confederation? (TCC, PADM) 		
	<ul style="list-style-type: none"> What key events have impacted the economy of Alberta (i.e., drought of the 1930s, discovery of oil)? (ER, LPP, TCC) 		
	<ul style="list-style-type: none"> In what ways have occupations and commerce been affected by geography, climate and natural resources in Alberta (i.e., forestry, agriculture, aviation, seasonal activities, tourism)? (ER, LPP, TCC) 		
4.3.3 examine, critically, Alberta's changing cultural and social dynamics by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> In what ways has Alberta changed demographically since 1905 (i.e., population distribution in rural and urban areas, arrival of diverse ethnic groups, languages spoken)? (CC, I, LPP, TCC) 		
	<ul style="list-style-type: none"> In what ways have Aboriginal peoples and communities changed over time? (CC, I, TCC) 		<ul style="list-style-type: none"> Listening to stories from Elders, students contributing to the creation of an interactive museum of the area (virtual or eventually a physical museum)
	<ul style="list-style-type: none"> How has multiculturalism in Alberta evolved over time? (CC, I, GC, LPP) 		
	<ul style="list-style-type: none"> How has the Alberta Francophonie become increasingly multicultural? (CC, I, GC) 		

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4.3.3 examine, critically, Alberta's changing cultural and social dynamics by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> How do buildings, historic sites and institutions reflect the establishment and cultural diversity of communities in Alberta (i.e., Glenbow Museum, Royal Alberta Museum, Head-Smashed-In Buffalo Jump, Writing-on-Stone Provincial Park, Father Lacombe Chapel Provincial Historic Site, Ukrainian Cultural Heritage Village)? (CC, I, LPP, TCC) How do the names of geographic places reflect the origins of the people who inhabited, discovered or developed communities in these places? (CC, I, LPP, TCC) In what ways have music, art, narratives and literature contributed to the vitality of the culture, language and identity of diverse Alberta communities over time? (I, CC, LPP, TCC) How does living in a particular community, region or province help shape individual and collective identity? (CC, I, LPP) 		<ul style="list-style-type: none"> Communities are named after the lake or water body near them; find/research how each of the nations have their own place names that are not documented on maps
4.3.4 examine recreation and tourism in Alberta by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> How do recreational sites and activities reflect Alberta's heritage and strengthen communities (e.g., festivals, fairs, celebrations, rodeos)? (C, CC, I, ER) How do physical geography and climate affect seasonal activities throughout Alberta? (ER, LPP) To what extent do recreation and tourism foster appreciation of Alberta's natural regions and environment? (ER, LPP) 		<ul style="list-style-type: none"> Relate to seasonal rounds - travelling throughout the area depending on the season. Elder stories and traditional stories that reflect seasonal rounds
	<ul style="list-style-type: none"> In what ways do interests concerning tourism and the natural environment conflict? (ER, LPP) 		

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SKILLS AND PROCESSES FOR SOCIAL STUDIES			
Dimensions of Thinking			
4.S.1 develop skills of critical thinking and creative thinking:	<ul style="list-style-type: none"> evaluate significant local and current affairs, distinguishing between fact and opinion evaluate, critically, ideas, information and positions from multiple perspectives re-evaluate opinions to broaden understanding of a topic or an issue generate original ideas and strategies in individual and group activities - seek responses to inquiries from various authorities through electronic media 		
4.S.2 develop skills of historical thinking:	<ul style="list-style-type: none"> use photographs and interviews to make meaning of historical information use historical and community resources to understand and organize the sequence of local historical events explain the historical context of key events of a given time period 		
4.S.3 develop skills of geographic thinking:	<ul style="list-style-type: none"> use the scale on maps of Alberta to determine the distance between places construct graphs, tables, charts and maps to interpret information use historical maps to make meaning of historical events and issues use cardinal and intermediate directions to locate places on maps and globes identify the location of sources of nonrenewable resources (e.g., fossil fuels, minerals) 		
4.S.4 demonstrate skills of decision making and problem solving:	<ul style="list-style-type: none"> contribute and apply new ideas and strategies, supported with facts and reasons, to decision making and problem solving 		

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4.S.4 demonstrate skills of decision making and problem solving:	<ul style="list-style-type: none"> • identify situations where a decision needs to be made and a problem requires attention • select and use technology to assist in problem solving • use data gathered from a variety of electronic sources to address identified problems • solve problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology • use graphic organizers, such as mind mapping/webbing, flowcharting and outlining, to present connections among ideas and information in a problem-solving environment 		
Social Participation as a Democratic Practice			
4.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:	<ul style="list-style-type: none"> • demonstrate an awareness of the skills required for compromise and consensus building • demonstrate the ability to deal constructively with diversity and disagreement • consider the needs and points of view of others • work collaboratively with others to complete a group task • share information collected from electronic sources to add to a group task 		
4.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:	<ul style="list-style-type: none"> • initiate projects that meet the particular needs or expectations of their school or community 		
Research for Deliberative Inquiry			
4.S.7 apply the research process:	<ul style="list-style-type: none"> • develop the skills of skimming and scanning to gather relevant information • organize and synthesize information gathered from a variety of sources • use graphic organizers, such as webbing or Venn diagrams, to make meaning of information • draw and support conclusions, based on information gathered, to answer a research question 		

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4.S.7 apply the research process:	<ul style="list-style-type: none"> formulate new questions as research progresses cite references as part of research access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs) navigate within a document, compact disc or software application that contains links organize information gathered from the Internet or an electronic source by selecting and recording the data in logical files or categories organize information by using tools such as databases, spreadsheets or electronic webbing 		
Communication			
4.S.8 demonstrate skills of oral, written and visual literacy:	<ul style="list-style-type: none"> organize and present information, taking particular audiences and purposes into consideration respond appropriately to comments and questions, using language respectful of human diversity listen to others in order to understand their perspectives create visual images for particular audiences and purposes use selected presentation tools to demonstrate connections among various pieces of information communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes 		
4.S.9 develop skills of media literacy:	<ul style="list-style-type: none"> compare information on the same issue or topic from print media, television, photographs and the Internet examine diverse perspectives regarding an issue presented in the media identify and distinguish points of view expressed in electronic sources on a particular topic 	